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TEACHING DESCRIPTIVE TEXTS BASED ON THE IMPLEMENTATION OF 2013 CURRICULUM AT MAN 1 INDRAGIRI HILIR



BY

AHMAD RIDHO ATMALA
SIN: 11414I00390

FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1442 H/2021 M



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TEACHING DESCRIPTIVE TEXTS BASED ON THE IMPLEMENTATION OF 2013 CURRICULUM AT MAN 1 INDRAGIRI HILIR

A Thesis

submitted to fulfill one of requirements
for undergraduate degree in english education
(S.Pd.)



UIN SUSKA RIAU

By

AHMAD RIDHO ATMALA
SIN: 11414I00390

ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1442 H/2021 M



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This thesis entitled *Teaching Descriptive Texts Based on The Implementation of 2013 Curriculum* is written by Ahmad Ridho Atmala, SIN. 1414100390. It has been accepted and approved to be examined in the meeting of the final examination committee of undergraduate degree at Education and Teacher Training Faculty of State University Sultan Syarif Kasim Riau.

Pekanbaru, Dzul Qa'idah 10th 1442 H
Juni 21th 2021 M

Approved by

The Head of the
English Education Department

Ds. Samsi, M. H. Sc

NIP. 19630803 199303 1 003

Supervisor

Abdul Hadi, S.Pd,M.A.Ph.D

NIP. 19730118 200003 1 003

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EXAMINER APPROVAL

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Pekanbaru, Dzul Qa'idah 19th, 1442 H
July 13th, 2021 M

Examination Committee

Examiner I

Cut Raudhatul Miski, M.Pd
NIP. 197901092009012011

Examiner II

Mainar Fitri, M.Pd
NIP. 198105192014112001

Examiner III

Rizky Gushendra, M.Ed
NIP. 198208282008011008

Examiner IV

Roswati, M.Pd
NIP. 197601222007102001

Dean,

Faculty of Education and Teacher Training



Dr. H. Kadar, M.Ag
NIP. 19650521 199402 1 001



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Pekanbaru, August 6th, 2021

The Writer

Ahmad Ridho Atmala
SIN.11414100390



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ABSTRACT

Amad Ridho Atmala, (2021): Teaching Descriptive Texts Based on The Implementation of 2013 Curriculum at MAN 1 Indragiri Hilir.

The aim of this research is to analyze the implementation of 2013 curriculum in teaching descriptive texts at MAN 1 Indragiri Hilir. The research design is descriptive research. The population of this research is the eleventh-grade students of MAN 1 Indragiri Hilir in academic year 2020/2021. The students were divided into 4 (four) classes, in which 140 students population. The sample of this research was 20 students that were chosen by using purposive sampling. To collect the data, the writer used questionnaire and interview. Technique of collecting the data used the questionnaire and interview as the instruments.. The research finding showed that the implementation of 2013 curriculum in teaching descriptive texts were divided into observing, questionning, experimenting, associating, and communicating. In this research, the writer found that the curriculum 2013 have not been implemented in teaching descriptive texts appropriately at MAN 1 Indragiri Hilir

Keywords: Teaching Descriptive Texts, The Implementation of 2013 Curriculum

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ABSTRAK

Amad Ridho Atmala, (2021): Pengajaran Teks-teks Deskriptif Berdasarkan Penerapan Kurikulum 2013 di MAN 1 Indragiri Hilir.

Tujuan dari penelitian ini adalah untuk menganalisa penerapan kurikulum 2013 dalam pengajaran teks-teks deskriptif di MAN 1 Indragiri Hilir. Desain penelitian ini adalah penelitian deskriptif. Populasi untuk penelitian ini adalah siswa kelas sebelas, MAN 1 Indragiri Hilir tahun ajaran 2017/2018. Siswa-siswi dibagi menjadi 4 (empat) kelas, yang mana keseluruhannya adalah 140 populasi murid. Sampel dari penelitian ini adalah 20 murid yang diambil dari 15% total populasi. Untuk mengumpulkan data, penulis menggunakan kuesioner dan wawancara. Teknik pengumpulan data menggunakan angket dan wawancara. Hasil penelitian menunjukkan bahwa penerapan kurikulum 2013 pada pengajaran teks-teks deskriptif dibagi kedalam kegiatan mengamati, menanya, experimenting, mengasosiasi, dan mengkomunikasikan. Dalam penelitian ini, penulis menemukan bahwa penerapan kurikulum 2013 pada pengajaran teks-teks deskriptif belum terimplementasi dengan baik.

Kata Kunci: Pengajaran teks-teks deskripif, Penerapan kurikulum 2013

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ملخص

أحمد ريدو أتمالا ، (2021): تدريس نصوص وصفية بناءً على تنفيذ منهج هيلير. 2013 في مدرسة عليا نيجري 1 إندراجيري هيلير.

كان الغرض من هذه الدراسة هو تحليل تنفيذ منهج 2013 في تدريس النصوص الوصفية في المدرسة العليا نيجري 1 إندراجيري هيلير. تصميم هذا البحث بحث وصفي. كان مجتمع هذه الدراسة من طلاب الصف الحادي عشر ، مدرسة عليا نيجري 1 إندراجيري هيلير للعام الدراسي 2021/2020. ينقسم الطلاب إلى 4 (أربعة) فصول ، أي ما مجموعه 140 طالبًا. كانت عينة هذه الدراسة 20 طالباً مأخوذة من 15٪ من مجموع السكان. لجمع البيانات ، استخدم الكاتب الاستبيانات والمقابلات. تقنيات جمع البيانات باستخدام الاستبيانات والمقابلات. وأظهرت النتائج أن تطبيق منهج 2013 في تدريس النصوص الوصفية انقسم إلى أنشطة الملاحظة ، السؤال ، التجريب ، الربط ، التواصل. في هذه الدراسة ، وجد المؤلفون أن تطبيق منهج 2013 في تدريس النصوص الوصفية لم يتم تنفيذه بشكل صحيح

الكلمات المفتاحية: تدريس نصوص وصفية ، تنفيذ منهج 2013



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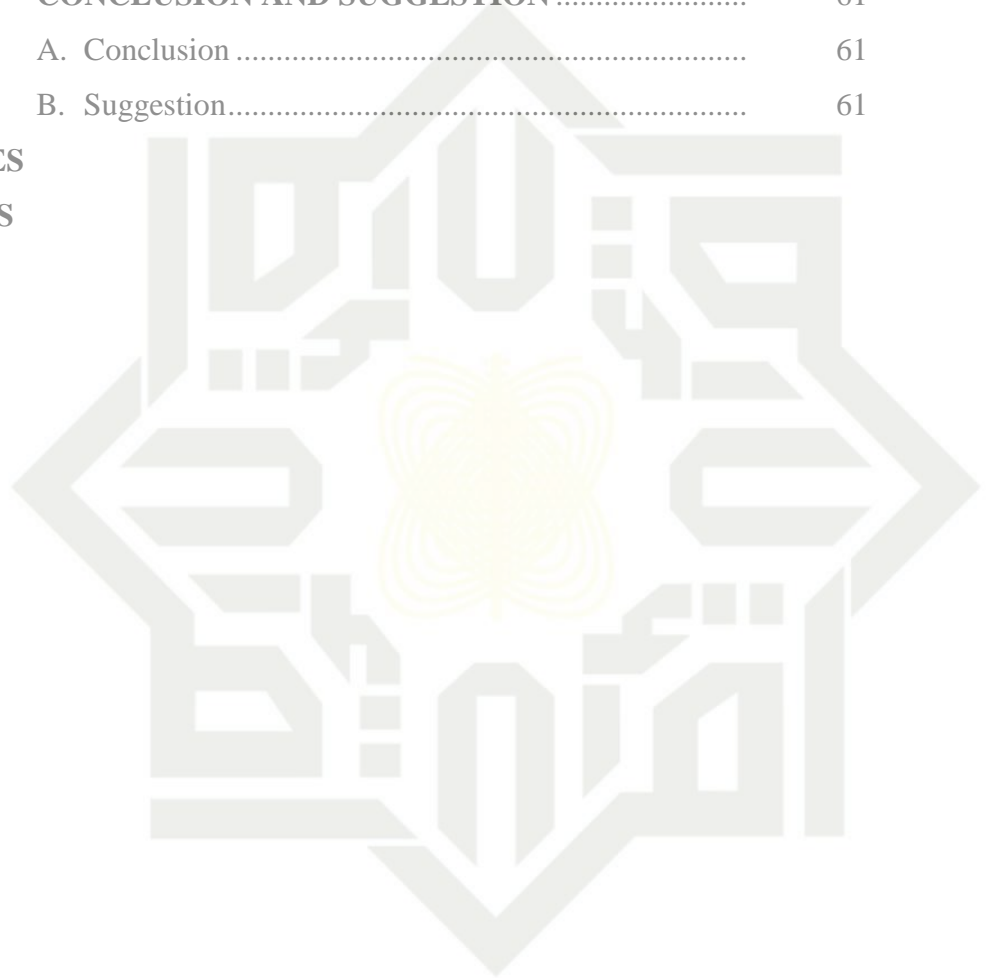
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CHAPTER I INTRODUCTION

Background of the Research

As a foreign language in Indonesia, English is seriously crucial to be learnt because it has been one of the major aspects in this global era. Nowadays, English has brought many advantages in many aspects such as science, technology, finance and business in order to facilitate international communication.

There are four language skills that are important to know by students in learning English, they are listening, reading, speaking and writing. The students have to master those four language skills in learning English so that they can be called competent in English. This is supported by Uma and Ponnambala (2001) who state that mastering language skills will determine the students' communicative competence in the target language.

Reading is one of four language skills that have to be mastered by students besides speaking, writing and listening. Reading skill is very important to be mastered as one of four language skills. In English language teaching, students are expected to be able to enlarge their knowledge by reading.

The skill of reading is taught by using genre based approach. The students are introduced some genres and taught through the model of reading texts which they taught about the social function, the generic structures and the language features of the genres. There are some kinds of the genres, one of them is



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descriptive text. According to Anderson and Anderson (2003: 26), descriptive text describes particular person, place, or things. It means that descriptive text is designed especially about people, places, or things. They also state descriptive texts to tell about a subject by describing its feature without including personal opinions.

In reading descriptive texts, students are expected to be able to describe people, places or things by understanding and applying the elements of the descriptive texts.

The schools take a role in providing a planned sequence of learning experiences for the students so that the graduates are able to enter the global era that has challenges. For the sake of that the government develops the curriculum in Indonesia. According to Allen (1992) in Nunan (199: 6), Curriculum is general concept which involves consideration of the whole complex philosophical, social, and administrative factors which contribute to the planning of educational program. Based on Undang – Undang No. 20 tahun 2003 chapter 1 verses (19) about National Education System states curriculum is the set of plan and arrangement which contains learning objective, content, learning material and method is used to the guidance of the implementation in the learning activity to achieve the aim of education. So, Curriculum is very important in education.

MAN 1 Indragiri Hilir is one of educational institutions in Tembilahan, Indragiri Hilir Regency. Based on the Curriculum 2013 (K13) that uses at the tenth grade of MAN 1 Indragiri Hilir, students are expected to apply and understand the generic structure of descriptive text both in oral and written form



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about describing people, tourist attraction, and famous historical building. The generic structure of descriptive text consists of two components, they are Identification and description.

Furthermore, based on the curriculum (K13) of MAN 1 Indragiri Hilir, one of basic competencies which must be mastered by the students is catching the meaning contextually related to the social function, generic structure, and language features of simple written and spoken descriptive text. the score of cumulative minimum standart (KKM) that has to be achieved by students for writing descriptive paragraphs is 70.

According to Nuttal (1982), there are five aspects of reading comprehension which the students should comprehend a text well, such as determining main idea, locating reference, understanding vocabulary, making inference and detail infoirmation. These aspects are regard as difficulties that the students encounter in comprehending text.



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Table I.1

The Rubrics Of Reading Assesement

No	Scores	Qualification	Descriptive text competencies
1	91-100	Excellent	Students are able determining main idea, locating reference, understanding vocabulary, making inference and detailing infoirmation the descriptive texts very well
2	81-89	Good	Students are able determining main idea, locating reference, understanding vocabulary, making inference and detailing infoirmation descriptive texts well
3	70 – 80	Sufficient	Students are able determining main idea, locating reference, understanding vocabulary, making inference and detailing infoirmation descriptive texts sufficiently
4	≤ 69	Poor/less	Students are not able determining main idea, locating reference, understanding vocabulary, making inference and detailing infoirmation descriptive texts



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Based on the rubric above, the students have not been able to achieve the curriculum minimum standard, students are not able to receive the descriptive texts sufficiently. From the phenomenon above the writer assumes that curriculum 2013 have not been implemented in teaching descriptive texts appropriately at MAN 1 Indragiri Hilir.

The Ministry of Education (2013) states that the 2013 Curriculum can be implemented successfully by using scientific approach. The scientific approach is paramount to improve the quality of teaching and learning. It directs the students to develop and integrate their attitudes, skills and knowledge, Suharyadi (2013 : 1).

Kemendikbud (2013) and Hosnan (2014) state that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating.

Based on the explanation above, the writer intends to give description about the implementation of 2013 Curriculum in teaching descriptive text using the scientific approach, entitled *“Teaching Descriptive Texts based on The Implementation of 2013 Curriculum at MAN 1 Indragiri Hilir.”*

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B. Formulation of the Problem

Based on the description of the research above, the writer would like to formulate the problem:

1. How is the implementation of the 2013 Curriculum in teaching descriptive texts at MAN 1 Indragiri Hilir?

C. Objectives Of The Study

The main objectives of this research are:

1. To know the teaching descriptive texts process using the 2013 Curriculum at MAN 1 Indragiri Hilir.

D. Limitation of the probem

In this research, the writer did not investigate all students in MAN 1 Indragiri Hilir, but the writer limited his investigation on the tenth grade students of MAN 1 Indragiri Hilir. The writer focused on the implementation of 2013 Curriculum in teaching descriptive texts.

E. Significant Of The Research

The result of the research hopefully be useful for many people especially in English education. This research is expected to give contribution for the following study and may contribute ideas to people involved in the education field.



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This research is significant for several reasons. First, this research hopefully can enrich the educators' knowledge about the 2013 curriculum as a current curriculum in Indonesia. The teacher as an educator can also improve the quality of the teaching English especially in the descriptive text and the teacher can be more creative in teaching process with steps or procedures of teaching using the 2013 curriculum appropriately. Second, this research expects that the student will enjoy and fun in learning English especially in the descriptive text and this research will give input knowledge that useful in daily life. Third, this research is hoped will enlarge the reader's knowledge about the 2013 curriculum and the implementation in teaching descriptive text process. Fourth, the other researcher will indirectly enlarge knowledge and get a new experience that can be implemented for their own research.

F. Definition of the term

1. Teaching

Teaching is guiding and facillitating learning in enabling the learners to learn, and sitting the condition for learning. (Brown, 2000: 7)

2. Descriptive text

Descriptive text (vivid imagery) is used to tell what the subject looks, sounds, feels, tastes, and/or smells like. A descriptive paragraph describes ideas and example focused on a particular subject. It presents an impression-your impression of something, through details that evoke one of the five sense (M. Saifi'i, M. Fauzan, Jonri kasdi, :41).



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3. Curriculum

A Curriculum is a planned sequence of learning experiences. Curriculum is an actual sequence of instructional blocks operating in a school. The sequence may cover all grades and subjects (a middle school science curriculum), and be intended for all students (a core curriculum), or only some students (a college-preparatory curriculum). (Nation, 2010: 43).

4. The 2013 Curriculum

The goals of learning in the 2013 English Curriculum are organized under the Core Competencies and Basic Competence. The Core Competencies are:

- a) Appreciate and implement the region teachings.
- b) Have good social relationship as the member of society.
- c) Get the factual, conceptual, and procedural knowledge.
- d) Have experiment, organize, and present in the concrete and abstract domain. (Kemendikbud 2013)

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CHAPTER II REVIEW OF RELATED LITERATURE

A Theoretical Framework

1. Teaching

a. Definition of Teaching

Teaching is guiding and facilitating learning in enabling the learners to learn, and setting the condition for learning. Teaching means showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand (Brown, 2000: 8).

Teaching is a complex activities, strategy, mechanism, invitation, stimuli and rhetorical, ploys designed to help students learn and to become better learners. (Chamber, 2006: 40). Based on the definitions above, the writer concludes that teaching is not transferring knowledge but providing activities or experiences of learning.

b. Teaching Process

Teaching is a process of instructions and work done by teacher. Brown (2000: 7) states that teaching cannot be defined a part from learning. The concept of teaching is differently interpreted to the concept of learning. Brown also defines teaching as showing/helping someone to learn how to do something, providing with knowledge, causing to know or understand. So, teaching can be called as guiding and facilitating learning activities to improve the students' knowledges, skills, and attitudes.

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2. Text Based Approach

Text based approach is an approach to EFL teaching and learning which is developed from Halliday's Functional Linguistics (Cahyono & Widiawati, 2011: 74). This approach is concerned with providing information about the development of effective texts for particular purposes within the context of real, purposeful language use.

Hammond & Derewianka in Tangpermpoon (2008: 5) define text based approach as the way to language and literacy education that combines an understanding of r genre and genre teaching together in the EFL class. Nugroho & Hafrizon (2009: 4) state that text based approach is the most effective methodology for implementing a text based syllabus.

Text based approach attempt to develop communicative competence by mastering different types of texts. The different texts have different purposes and are organized in different ways with different language features. The students are hoped able to use different kind of spoken and written texts in learning English.

a. Definition of text

According to Halliday (1985: 290) "*text is something that happens, in the form of talking or writing, listening or reading.*" From his statement, conclusion can be drawn that text can be in spoken or written form. Djajasudarma (1993: 41) also state that "text can be statement, paragraph, or discourse".

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In line as expressed by Halliday (1985: 290) that text can be in spoken or written form, Trask (1999: 312) give an explanation about text “A continuous piece of spoken or written language, especially one with a recognizable beginning and ending. For some linguists, a text is no different from a discourse.” From the understanding of Halliday and Trask above, it can be recognized that text can be in oral or written.

b. The Types of Texts

The text is classified based on generic structure and language feature dominantly used. Each text is formed by two major components, they are generic structure and language feature.

Texts are divided into the several types. They are narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, review, anecdote, spoof, and news item. These variations are known as genres, types of text, or kind of text.

c. Text Based Genre in MAN 1 Indragiri Hilir

Genre can be defined as the text type which functioned as a frame reference in spite to create and effective in diction. Every student that wants to master about writing should understand the purpose of the text from its genre. And there are 5 genres applied in MAN 1 Indragiri Hilir,

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- 1) Descriptive text
- 2) Announcement text
- 3) Recount text
- 4) Narrative text
- 5) Report text

The genre in this research is focused in the descriptive text.

d. Descriptive Text

Wishon in Istifaizah (2014, p.13) said that description gives sense impression the feel, sound, taste, smell, and look of things. Emotion may be described too feel such as happiness, fear, loneliness, gloom, and joy. A description of something can give the audience through his/her imagination to visualize a scene or a person or to understand a sensation or emotion.

Descriptive text is one kind of texts in learning English. According to Benyamin (2010, p. 190) description text is a descriptive paragraph describes a person, place, thing, or idea of what the topic is really like. By using this kind of text someone can get what the subject looks, sounds, feels, tastes, and even smells of something. As Syafii (2015, p 41) states that descriptive is used to tell what the subject looks, sounds, feels, tastes and or smells like.

In this research, the writer focuses on the descriptive texts. Descriptive texts can be found in several forms. As the students, they have

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many assignments that one of them require to capable in understanding descriptive paragraphs. The descriptive text is consist of identification and description. The descriptive text starts from an identifying: called the identification for introducing the subject as a particular person, place or thing. This sentence is the first in the descriptive text. Next, the description must give the details of the characteristic features of the subject, in this part writer may describes parts, qualities, characteristics, size, physical appearance, ability, habit, daili live, etc. The number of sentences depends on the length and complexity of the assignment. So the generic structure of descriptive text consist of two parts. The text has an identification and description.

There are three kinds of descriptive writing (describing people, thing and place)

1) People

In this part, thescriptions about phsyical appearence (weight, height, age), the characteristics (like colour of hair, skin eye) and recognizable marks (scars, birthmark) are needed to make clear views of people being described.

2) Thing

In describing about thing, the writer must have a good imagination about the which is being described. The writer have to able to show his imagination about the thing in written text.

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3) Place

If describing place, the description must be organized well so that the reader can imagine vividly the scene being described. Also, additional information about the impression or attitude one's who have are essential to make the descriptions clearer.

Table II.1
The generic structure and textual elements of descriptive text

Textual elements	Function
Identification	<ul style="list-style-type: none"> - It is a statement describing and illustrating about the topic/theme to be described - Statement must be interesting and is able to attract and to provoke the reader becomes interested in reading the complete description - The use of adjective and degree of comparison of adjective is advisable
Description	<ul style="list-style-type: none"> - It is a complete description about the topic/theme proposed in identification text - Description is the detail description or elaboration of the topic/theme as described in the identification

Digreyasa, Emic writing, 2014: unimed press. Medan p.72

Language features

1) The relevant grammar patterns

Grammatical patterns of certain genre writing seem to have distinct or specific features. This may occur because different genre writing states different and distinctive communicative purpose, readers, and contexts in terms of when it happens, how it happens or

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why it happens. In general, the common grammatical patterns of descriptive text include.

- (1) It uses present tense and present perfect tense.
 - (2) It uses adjective to describe or illustrate the condition of the topic/theme described.
 - (3) It uses passive sentences.
 - (4) It uses attribute and identifying process.
- 2) Related vocabulary uses
- (1) Intends to use the verb such as seems, looks, sounds and like.
 - (2) It uses epithets and classifiers in normal group.
 - (3) It tends to focus on specific participant.

Example of a descriptive text:

Borobudur Temple

(Introduction)

Borobudur is Hindu-Budhist Temple. It was build in the ninth century under Sailendra dynasty of ancient Mataram Kindgom. Borobudur is located in Magelang, Central Java, Indonesia.

(Description)

Borobudur is well known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 46 m high and consist of eight step like stone terrace. The first five terrace are square and surrounded by walls adorned with Budhist sculpture

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in bas-relief. The upper three are circular. Each of them is cir with a circle of bell shape-stupa. The entire upper structure is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passage and stairways.

The design of Borobudur symbolizes the conception of universe in Buddhist cosmology. It is believed that the universe is divided into tjree spiritual spheres, kamadhatu, rupadhatu, and arupadhatu. The first sphere, kamadhatu, represents respectively the sphere of desire where we are bound to our desires; the second sphere, rupadhatu, represents forms where we abandon our desires but are still bound to name and form; and the last sphere, arupadhatu, represents formlessness where is no longer either name or form. Borobudur temple which is rededicated as an Indonesian monument in 1983 is a valuable treasure for Indonesian people. Whit is magnificent architecture, no wonder that Borobudur temple includes 7 wonders of the world.

Language features from the text above:

- (1) Uses present tense:
 - Borobudur is Hindu-Budhist Temple
 - Borobudur is well known all over the world
 - The design of Borobudur symbolizes the conception of universe in Buddhist cosmology
- (2) Uses adjective to describe or illustrate the condition of the topic/theme described:

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(3) Uses passive sentences:

- Borobudur is located in Magelang, Central Java, Indonesia.

3. Curriculum

a. Definition of Curriculum

According to Stotsky (2012), Curriculum is a plan of action that is aimed at achieving desired goals and objectives. It is a set of learning activities meant to make the learner attain goals as prescribed by the educational system.

Curriculum is a far broader concept. Curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupils learn, but also how they learn it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities (Rodgers in Richards, 2001: 39).

A Curriculum is a planned sequence of learning experiences. Curriculum is an actual sequence of instructional blocks operating in a school. The sequence may cover all grades and subjects (a middle school science curriculum), and be intended for all students (a core curriculum), or only some students (a college-preparatory curriculum). (Nation, 2010: 43).

In Indonesia (pasal 1 butir 19 UU. No 20 Tahun 2003), curriculum is a set of plans and arrangements of goal, content, materials

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and methods are used to guide the organization of learning activities to achieve the goal of education.

Based on the definitions above, the writer concludes that curriculum is a program of education that covers so many aspects that are applied in school from beginning to the end time of learning process.

b. Curriculum in Indonesia

The history of curriculum development in Indonesia is quite long. In order to reach the good quality standards from time to time, fundamental changes are being made. Based on its history, since 1945, the education curriculum in Indonesia has often changed, starting from 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, to 2013.

Kinds of curriculum in Indonesia (Imas & Berlin, 2014: 10-21):

1) The Lesson Plan Curriculum

In 1947-1968 it has been some change of curriculum, such as:

a) The 1947 Curriculum (The 1947 Lesson Plan)

In early of independence, the term of curriculum known by plan leer. In Dutch, means *Lesson Plans*. Curriculum used by the people of Indonesia in 1947 is *The 1947 Lesson Plan*. In this curriculum there are two main things, namely:

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- (1) List of subjects and teaching hours.
- (2) The outlines of teaching.

The 1947 Lesson Plan may be regarded as a substitute for the Dutch colonial education system and the curriculum did not emphasize on the educational for mind, but the main priority is character education and public awareness of the state, because that was important at that time. Then the subject matter is very close in daily occurrence, attention to the arts and physical education and others.

b) The 1952 Curriculum (Rentjana Peladjaran Terurai 1952)

In this year had formed the teaching-investigator committee in order to change the colonial education system into the national education system. One result of the committee is concerned curriculum lesson plans at each level of education should pay attention to the following matters:

- (1) Education of thought should be reduced,
 - (2) The contents of lesson should be connected with arts,
 - (3) Character education,
 - (4) Citizenship and community.
- #### c) The 1964 Lesson Plan

According to Keputusan MPRS No. II/MPRS/1960 then the educational functions as follows:

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- (1) Education as supervisor of the new Indonesian people who have a high character.
- (2) Education as a manufacturer/producer of labor in all areas and in all levels.
- (3) Education as an institution of national cultural development.
- (4) Education as an institution of science and engineering, physical or mental.
- (5) Education as an institution all the people mover.

d) The 1968 Curriculum

In this curriculum more focused on enhancing the mental-moral-character and strengthen religious beliefs, enhances intelligence and skills, build or develop strong and healthy physically.

2) The Goals-Based Curriculum (1975-1994)

In the 1975-1994 has changed the curriculum include:

a) The 1975 Curriculum

The 1975 Curriculum is intended to achieve the objectives of school education in general expects that its graduates:

- (1) Have a basic character as good citizens.
- (2) Physically and mentally healthy.
- (3) Have knowledge, skills and basis attitudes necessary for continued learning.

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(4) Work in the community.

(5) Develop self-education that suitable with the life principle.

b) The 1984 Curriculum

Common characteristics of this curriculum are:

- (1) Oriented on the goal of instructional.
- (2) The teaching approach is centered on students through active student learning (CBSA atau Cara Belajar Siswa Aktif).
- (3) Course material is packed using a spiral approach.
- (4) Instill sense before given exercise.
- (5) Using the process-skills approach.

c) The 1994 Curriculum

General characteristics of this curriculum are:

- (1) The character of this curriculum is objective-based curriculum.
- (2) Using the quarter system.
- (3) Learning at school more emphasis on subject matter is sufficiently high levels.
- (4) In the implementation of the activity, the teacher uses strategies that involve active student learning, mentally, physically, and socially.

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3) The Competency-Based Curriculum in 2004

The characteristics are:

- (1) Emphasis on students' achievement of competence both individually and classically.
- (2) Oriented on learning outcomes and diversity.
- (3) Submission of learning using approaches and variation methods.
- (4) Learning resources are not only teachers but also other learning resources that have an educational element.
- (5) Assessment emphasizes on process and learning outcomes in an effort to control or achievement of competency.

4) The Education Unit Level Curriculum (The 2006 Curriculum)

In 2001, appeared the law with no. 22 of 1999 about local government and regional autonomy, including in the fields of education and culture. The main vision of autonomy in education is empowerment of the local communities to determine their own kind and content of the curriculum, the learning process and assessment system of learning outcomes, teachers and headmaster.

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4. The 2013 Curriculum

a. The 2013 Competency-Based Curriculum

Based on Permendikbud No. 58 tahun 2014 Chapter III, the 2013 Curriculum is the curriculum based on the competency that covers three aspects, namely: attitude aspect, knowledge aspect, and skill aspect. It is started with formulating the competency standard of graduate, namely the competency after finishing on one level education, elementary, Junior High School, and Senior High School.

According to Kemendikbud (2014: 4) the development of the 2013 Curriculum is the next step of developing of Curriculum based on the competency that is started since 2004 and KTSP 2006 that arrange the competency of attitude, knowledge, and skill integrally.

b. The implementation of 2013 Curriculum

According to Mulyasa (2013: 7) the implementation of the 2013 curriculum is independently expected the learner able to increase and use their knowledge, to asses the values of character and have noble morals, so they will exhibit positive attitudes in daily behaviour.

Based on the Permendikbud No. 58 tahun 2014 the aim of the 2013 Curriculum is to prepare the Indonesian in order to have ability to live as individual and citizen that is faithful, productive,

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innovative, affective, and able to contribute in the social life, nation, country, and the world civilization.

Meanwhile, Based on the Permendikbud No. 58 tahun 2014, the aim of the English subject at Senior High School is to develop the learner potency in order to have a communicative competence in the interpersonal discourse, transactional discourse, and functional discourse using the kind of texts in oral and written English language, systematically using the element of language that is accurate and acceptable, about the kind of factual and procedural knowledge, and instilling values of the noble character of the nation in the context of life within the home, school, and community.

Based on the Permendikbud No. 65 tahun 2013, syllabus is the reference of arranging the frame of lesson for material of lesson.

According to Widdowson (1984) in Nunan (1997: 6), a syllabus is simply a framework, which serves as reference for teaching.

Meanwhile, Based on the Permendikbud No. 65 tahun 2013, lesson plan is a plan of action face-to-face learning for one or more meetings. Lesson plan is developed from syllabus to direct

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learning activities students to achieve the Basic Competencies or Kompetensi Dasar (KD) in Indonesia.

The Ministry of Education (2013) states that the 2013 Curriculum can be implemented successfully by using scientific approach.

Kemendikbud (2013) and Hosnan (2014) state that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating. The activities of each steps can be explained as follows.

a. Observing

There are two main activities that should be done to lead to the observing steps. First, the teachers give students a wide opportunity to do observation. The observation can be done through reading, listening, or seeing the object. Second, the teachers facilitate the students to do observation and train the students to observe the important things from the object. There are seven steps in observing process, (1) determining the object to be observed, (2) determining the purpose, (3) determining the way of observation, (4) limiting the object, (5) doing observation carefully, (6) reporting the result of observation, and (7) comprehending the result.

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b. Questioning

Questioning functions to encourage and inspire learners to actively learn and develop questions of and for itself; to raise skills of students in talking, asking questions, and the other can answer logically, systematically using proper and correct grammar, to encourage students' participation in discussing, arguing, developing the ability to think and draw conclusions; and to build an attitude of openness to give and receive opinions or ideas, enrich vocabulary, as well as developing social tolerance in gregarious.

c. Experimenting

In experimenting, the steps are preparation, working, and follow up. There are five activities that can be done in experimenting, (1) grouping students into several groups, (2) asking students to discuss, (3) recording the finding, (4) supervising the learning process to ensure that all learners are actively involved in the discussion, and (5) directing the group that needs help.

d. Associating

Associating is the ability to analyze and associate the information occurred within the group. Associating is the process of analyzing the information to find the relationship

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between one information to other information and to find the patterns of relationship of the information so that one can make conclusion from the patterns found.

e. Communicating

Communicating is the ability to conclude the facts that have been observed and experimented. There are four activities that can be conducted in communicating steps, (1) asking the students to read their work to the class, (2) asking each group to listen well and provide additional input with regard to the work of each group, (3) giving explanation after the group discussion ended, and (4) structuring tasks and providing opportunities to the students to demonstrate attitude, skills and understanding of the substance of learning given.

In the implementation of 2013 Curriculum, there are three related dimension that cannot be separated. They are, planning, teaching learning process, and learning evaluation.

The objectives of this research are to describe the implementation of 2013 Curriculum in teaching descriptive text at the tenth grade of MAN 1 Indragiri Hilir 2020/2021 academic year.

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c. Supporting Factors in the Implementation of 2013 Curriculum

The Ministry of Education (2013) state that there are supporting factors for the successful of the implementation of 2013 curriculum. They are: (1) the availability of textbooks as teaching materials and learning resources that integrate curriculum-forming standards, (2) strengthening the role of the government in guidance and supervision, and (3) strengthening the management and school culture.

d. Inhibiting Factors in the Implementation of 2013 Curriculum

According to Hartani Retnaningsih (2012: 3) in her journal entitled “*Masalah Kurikulum Baru Tahun 2013*” explained that that problems will be faced in the implementation of the 2013 curriculum are (1) teacher problems, especially in the ability of teachers and teachers training before the implementation of 2013 curriculum, (2) infrastructure problems, and (3) curriculum changes has the consequence of changing the textbooks and learning mechanism.

Faridah Alawiyah (2013: 2-5) in her journal entitled “*Dampak Implementasi Kurikulum 2013 pada Guru*” explained that constraints in the implementation of 2013 curriculum are (1) the teacher is not ready and it is difficult to change his/her mindset, (2) teachers in some subjects lost his/her job in teaching, (3) the lack

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of guidelenss and socialization of the 2013 curriculum, (4) the contents of books do not match.

Faridah Alawiyah (2014) also said in her journal entitled *"Kesiapan Guru dalam Implementasi Kurikulum 2013"* that the main problem in the implementation of the 2013 curriculum is on the readiness of teachers.

B. Relevant of Research

According to Syafi'i (2013), relevant research is required to observe some previous researches conducted by other researches in which they are relevant to our research itself. Besides, we have to analyze what the point that was focused on, informs the design, finding and conclusion of the previous research.

The writer found the previous researches that are relevant with this research study to prove the originality of the research. The first research is conducted by Siti Nuraeni (IAIN Surakarta: 2017) entitled "The Implementation of 2013 Curriculum in Teaching Writing at The Eleventh Grade of SMA Negeri 1 Tawangsari in The Academic Year 2016/2017". The aim of the research is to describe the implementation 2013 curriculum in teaching writing in SMA Negeri 1 Tawangsari in the academic year 2016/2017. The research design was descriptive qualitative research. In this research the teacher used scientific approach in teaching learning process. The result is the students have good scores in writing assignments.

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The second research related to the study entitled “A Descriptive Study of The Implementation of Curriculum 2013 In The Teaching and Learning of Reading at The Seventh Grade Students of Mts Negeri Pedan in 2014/2015 Academic Year” conducted by Septi Utami (IAIN Surakarta 2014). In this research, there are two objectives. They are; (1) describing the implementation of 2013 curriculum, to find the problems and to find the supporting factors in the implementation of 2013 curriculum.

The third research is conducted by Irma Nur Khasanah (UIN Walisongo: 2015) entitled ”The Implementation of 2013 Curriculum by The English Teacher and its Barriers at The Tenth Grade of SMAN 1 Rembang in 2014/2015 Academic Year”. The data of this research was collected by using observation, interview, and documentation.

The fourth research related to the study entitled “The Implementation of Scientific Approach in Teaching English Speaking (A Descriptive Study to The Seventh Grade Students of SMP Nurul Islam Ngemplak in 2014/2015 Academic Year).” By Reni Trisnawati (2015). This research describes the implementation of scientific approach in teaching English speaking at SMP Nurul Islam Ngemplak in 2014/2015 academic year.

Based on the previous researches, this research is different from others. The writer focuses on the implementation of curriculum 2013 in teaching descriptive texts.

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C. Operational Concept

Operational concept is the concept to avoid misunderstanding and misinterpretation in the scientific study concept, still operated in abstract from the research planning which should be interpreted into particular words in order to be measured. According Syafi'i (2015,p.103), operational concept is derived from related theoretical concept on all of the variables that should be partially operated in academic writing a research paper. The method in this research is descriptive research which focus on the implementation of 2013 curriculum in teaching descriptive texts.

In the 2013 curriculum, the learning core activity uses an approach called *scientific approach*. The steps to implement this approach are as follows:

1) Observing

In observing activity, the teacher gives an opportunity to the students to observe through looking, listening, and reading.

2) Questioning

In questioning activity, the students give questions about what they have observed.

3) Experimenting

In experimenting activity, the students look for and collect information from some references.

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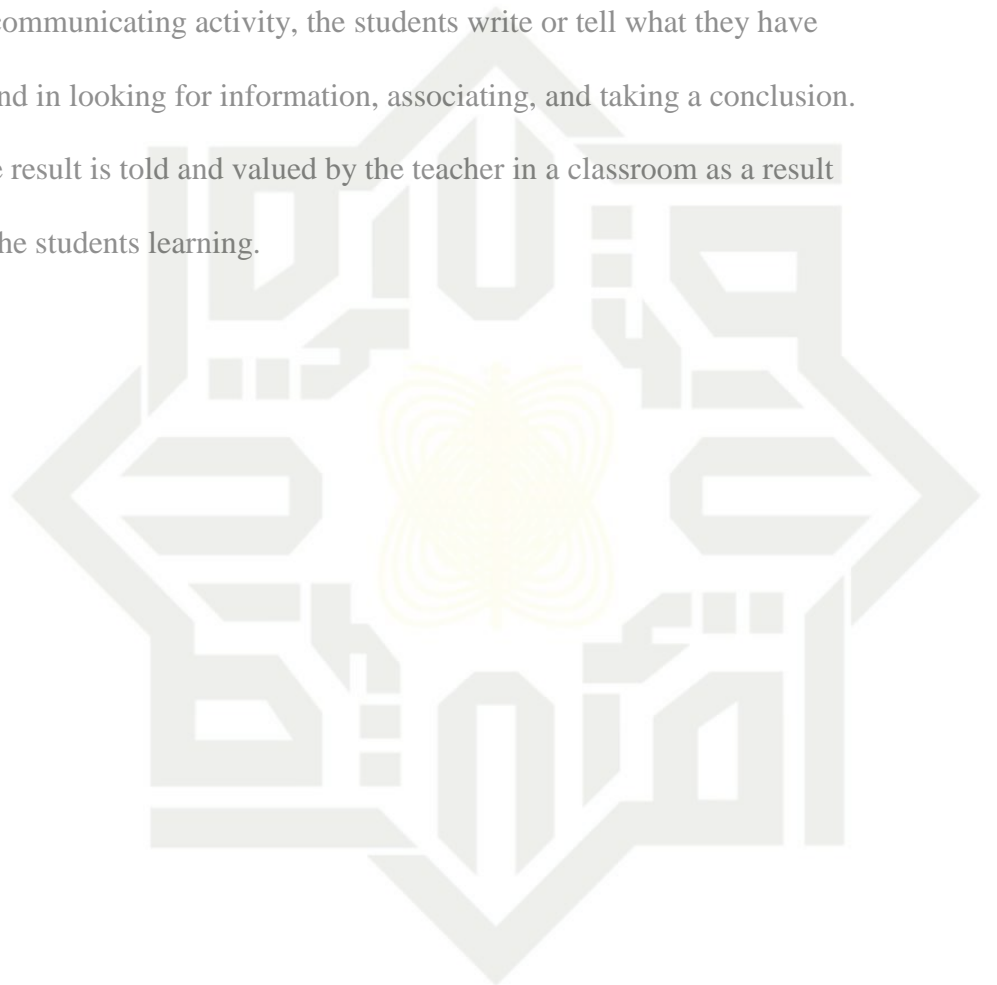
4) Associating

In associating activity, the students analyze the information which are achieved to take a conclusion.

5) Communicating

In communicating activity, the students write or tell what they have found in looking for information, associating, and taking a conclusion.

The result is told and valued by the teacher in a classroom as a result of the students learning.



UIN SUSKA RIAU

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CHAPTER III RESEARCH METHOD

A. The Research Design

The design used in this research was descriptive research. The descriptive research used to analyze the data because the aims of this research were to describe the implementation of 2013 Curriculum in teaching descriptive texts. This research was taken at MAN 1 Indragiri Hilir. The subject of this research were the students of the tenth grade of MAN 1 Indragiri Hilir.

The writer focused on the implementation of 2013 Curriculum in teaching descriptive texts at tenth grade of MAN 1 Indragiri Hilir.

B. Time and Location of the Research

This research was conducted on March 2021. The location of the research was at MAN 1 Indragiri Hilir, located on Jl. Pelajar, Tembilahan.

C. Subject and Object of the Research

The subject of the research was the second semester, the tenth grade of MAN 1 Indragiri Hilir. The object of the research was the implementation of 2013 Curriculum in teaching descriptive texts.

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D. The Population and Sample of the Research

1. Population of the Research

The population of the research was the second semester in the tenth grade of the student at MAN 1 Indragiri Hilir. The number of the tenth grade student was 140 students which consisted of 4 classes.

Table III. 1
The total population of the second grade of MAN 1 Indragiri Hilir.

CLASS	POPULATION	POPULATION	
		MALE	FEMALE
X IPA 1	35	12	23
X IPA 2	35	12	23
X IPA 3	36	11	25
X IPA 4	34	13	21
TOTAL	140	48	92

2. Sample of the Research

According to Sugiyono (2009), random sampling is the way to select the sample that the number of population can be selected randomly.

Suharsimi (1986) states that if the total of population is less than 100, it is better to take all of them as the sample but if the total population are more than 100 students, the sample can be taken between 10-15% or 20-

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25% or more. In this research, the writer took 15% from the population as the sample. The writer took 20 students as the sample of this research.

E. Technique of Collecting the Data

The process of collecting data was one of the main aspects in this research. It needed one or more kind of method to use. According to Gay (1992:20), there are some methods of collecting data namely test, questionnaires, interview, observation and documentation.

In order to get the data which was needed to support this research, the writer used the questionnaire and interview as the instruments.

1. Questionnaire

According to Sugiyono (2010: 205), Questionnaire is a technique of collecting data that is done by giving the set of questions or written statement for respondent to be answered. In this case, the writer will give questionnaire for students.

Questionnaire was the attention center, it delivered the data that was needed in this research. Generally the contents of questionnaire were as the followings:

- a. Questionnaires are about fact.
- b. Questionnaires are about opinion.
- c. Questionnaires are about perception (Nazir, 1999:203).

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Questionnaires used to collect data about the implementation of 2013 curriculum in teaching descriptive texts. The kind of this instrument was the direct questionnaires by giving questions to all respondents directly.

In conducting this study, the writer arranged some procedural steps in an orderly way which consisted of preparing the study, analyzing, and writing down the report (Ary, Jacobs, and Razavieh, 2002:443).

The way to get the result of research, the writer gave the questionnaire for the students, then from the Questionnaire, it could know how was the implementation of 2013 curriculum in teaching descriptive texts. Type of Questionnaires used are closed Questionnaire.

Questionnaires propagated at respondents consisted of some statements of the items. The result from the analysis of the implementation of 2013 curriculum in teaching descriptive texts at MAN 1 Indragiri Hilir explained descriptively.

Data analysis was done by tabulating collected data. Then, each answer of questionnaire items was scored based on the Likert scale which consists of 5 alternative responses. The Likert scale was a scale generally used to ask respondents to assess a statement whether the respondents were strongly agree, agree, undecided, disagree and strongly disagree (Compiler, 2012, 116). The statements used in the questionnaires consist of positive and negative and both could be compiled based on the Likert scale.



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Table III.1 Likert scale

Statement	SA	A	U	D	SD
Positive	5	4	3	2	1
Negative	1	2	3	4	5

(Sugiyono, 2010:134)

Legend :

- SA = Strongly Agree
 A = Agree
 U = Undecided
 D = Disagree
 SD = Strongly Disagree

After the factors is known, we use the formulation :

$$P = \frac{F}{N} \times 100\%$$

Legend :

- F = Frequency of Score obtained from student enthusiasm
 N = Sum up maximum score
 P = Number Persentase

(Sudijono, 2008:98)

Score Interpretation Criterion

Interval	Criterion	Boldness
85-100%	A	Very good
75-84 %	B	Good
65-74 %	C	Enough
<65 %	D	Less

(Sudijono, 2008:100)

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CHAPTER V CONCLUSSION AND SUGGESTION

A. Conclusion

This research was conducted to find out the real condition of the implementation of 2013 curriculum in teaching descriptive texts. Based on the research findings, can be concluded that the teaching descriptive texts based on the implementation of 2013 curriculum was categorized into **less level**. Based on this research, the writer found that in all the aspects researched, each of the aspects were categorized into **less level**.

1. The application of the observing in teaching descriptive texts were categorized into **Less Level** at score **42.20**.
2. The application of the questioning in teaching descriptive texts were categorized into **Less Level** at score **51.60**.
3. The application of the experimenting in teaching descriptive texts were categorized into **Less Level** at score **51.80**
4. The application of the associating in teaching descriptive texts were categorized into **Less Level** at score **57.40**.
5. The application of the communicating in teaching descriptive texts were categorized into **Less Level** at score **44.60**.

B. Suggestions

Considering the result of teaching descriptive texts based on the implementation of 2013 curriculum, the writer would like to give some suggestions as follows:

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1. Suggestion for Teacher

- a. The teacher should be more creative in teaching descriptive texts in order to make students give full attention.
- b. The teacher as the implementer of teaching activities is expected to be able to understand the implementation of the 2013 curriculum well and be able to understand concept of its implementation well. For this reason, training and assistance on the 2013 curriculum are needed either from government or from school.

2. Suggestions for Students

- a. The students should pay more attention to the lesson explanation by the teacher.
- b. The students should be more active in studying in order to give feedback to the teacher.

3. Suggestion for other Writer

- a. These may relate to find of your study that you did not anticipate. Moreover, you may suggest future research to address unanswered aspects of your research problem.
- b. Your research will not be free from limitations and these may relate to the formulation of research aim and objectives, application of data collection method, sample size, scope of discussion and analysis etc.



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Pekanbaru, 08 Februari 2021

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Biasa

-

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di Tempat

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Nama : AHMAD RIDHO ATMALA
NIM : 11414100390
Semester/Tahun : XIV (Empat Belas)/ 2021
Program Studi : Pendidikan Bahasa Inggris
Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

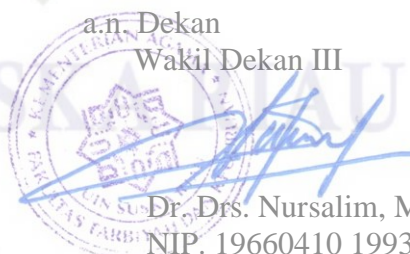
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Wakil Dekan III

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23 Februari 2021

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Lokasi Penelitian : MAN 1 Inhil

Waktu Penelitian : 3 Bulan (29 Maret 2021 s.d 29 Juni 2021)

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dilakukan selambat-lambatnya (3) hari.

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UIN SUSKA RIAU

Tembilahan, 8 April 2021

Yang membuat pernyataan



(Ahmad Ridho Atmala)

State Islamic University of Sultan Syarif Kasim Riau



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Gedung Eks Multiyears (Lantai 4) Jl. Swarna Bumi Tembilahan
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REKOMENDASI PENELITIAN DAN PENGUMPULAN DATA (SURVEY)

Nomor : 070/BKBP-EKOSOSBUD/2021/ 99

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Nama

: AHMAD RIDHO ATMALA

NIM

: 114141003900

Program studi jenjang

: Pendidikan Bahasa Inggris / S1

Alamat

: Prum Asta Karya, Blok M Nomor 08 Jalan Pekanbaru - Bangkinang, Pekanbaru

Judul Penelitian

: **TEACHING DESCRIPTIVE TEXT BASED ON THE IMPLEMENTATION OF 2013 CURRICULUM AT MAN 1 INDRAGIRI HILIR**

Lokasi Penelitian

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 Kabupaten Indragiri Hilir Nomor : 070/BKBP-EK0S0SBUD/2021/99
 Perihal Rekomendasi Penelitian dan Pengumpulan Data (Survey),
 dengan ini memberikan Rekomendasi Kepada :

Nama : **AHMAD RIDHO ATMALA**
 NIM : 114141003900
 Program Studi : Pendidikan Bahasa Inggris/S1
 Fakultas : Tarbiyah dan Keguruan UIN Suska Riau

Telah selesai melakukan Pengambilan Data demi memenuhi
 syarat penyelesaian Studi Program S1 dengan Judul Penelitian "
**Teaching Descriptive Text Based On The Implementation Of 2013
 Curriculum At MAN 1 Indragiri Hilir**"

Demikianlah hal ini kami sampaikan untuk dapat dimaklumi.



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Drs. Abdullah, M.Pd.I
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APPENDIX 4

Documentation

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CURRICULUM VITAE



Ahmad Ridho Atmala, the second son from Mrs. Maria Pudji Lestari and Mr. A. Dardi was born in Yogyakarta, May 4th 1997. He lives at Gaung Regency, Indragiri Hilir, Riau. In 2008, he was graduated from SDN 01 Gaung and continued his study at State Junior High School 01 Gaung. In 2011, he finished his study at State Junior High School 01 Gaung and continued his study at Madrasah Aliyah, Kuala Lahang and he was graduated from Madrasah Aliyah, Kuala Lahang in 2014.

In 2014, he was accepted become one of the students in English Education Department, Faculty of Education and Teacher and Training of State Islamic University of Sultan Syarif Kasim Riau. On July 2017, he was doing KKN (Kuliah Kerja Nyata) in Pekan Kamis, Tembilahan Hulu Regency. Then he was doing Pre-Service Teacher Training Practice at Handayani Senior High School, Pekanbaru.

Finally, he followed Final Examination of his thesis entitled “Teaching Descriptive Texts Based on The Implementation of 2013 Curriculum at MAN 1 Indragiri Hilir”.

UIN SUSKA RIAU